

LING 5305: Second Language Acquisition
Fall 2017

Instructor(s): Naoko Witzel

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Office Hours: Tuesdays 3:00-5:00pm or by appointment

Section Information: LING 5305-001

Time and Place of Class Meetings: Tuesdays 5:30-8:20pm PKH109

Description of Course Content: This course will focus on second language acquisition. Topics will include the similarities and differences between first and second language acquisition, perception and production in native and non-native languages, and the implications of second language acquisition and processing research for theoretical linguistics and language teaching.

Student Learning Outcomes: Upon successfully completing this course, students should be able to:

- 1) identify and describe different theoretical approaches to second language acquisition;
- 2) analyze second language data in terms of these different approaches;
- 3) read and critique literature in the field of second language acquisition;
- 4) evaluate the applicability of second language acquisition theory to language teaching;
- 5) design a theoretically well-motivated and viable second language acquisition research project.

Required Textbooks and Other Course Materials:

- There are no required textbooks for this course.
- Additional readings will be provided on the course Blackboard site (login at <https://elearn.uta.edu/>). You are responsible for checking this Blackboard site regularly to access (among other things) class notes, updates, readings, and assignments.

Descriptions of major assignments and examinations:

ARTICLE PRESENTATIONS (2 x 5% = 10%): You will do two 20-minute presentations on a peer-reviewed article that you select. The presentation topic should relate to the topic of interest for the week and should have primary data. In your presentation, please summarize the article (~15 mins) and lead a discussion (~5 mins). Please submit your e-article to the instructor early enough so that you can get approval and so that it can be put up on the Blackboard website at least one week prior to your presentation.

TEACHING APPLICATION PAPERS (4 x 5% = 20%): In these short papers (no longer than two pages, double spaced), you should reflect on the ideas that we will discuss or will have discussed in class (or that you have encountered in your reading) and comment on their implications for ES/FL

teaching practice. The topic will be provided by the instructor. You will want to consider the following questions: What do these ideas/concepts suggest about how curricula, syllabi, and lessons should be structured? What do these ideas/concepts suggest about the types of tasks teachers should use in their classes?

RESEARCH DESIGN SUMMARIES (4 x 5% = 20%): In these short papers, you will summarize a peer-reviewed article with primary data. The articles you summarize should not be one of the readings listed on the syllabus. However, it is highly recommended that they will relate to your research proposal project, and will be used in your literature review that will act as basis of your research design proposal. These summaries should include the following information: (a) the complete bibliographical reference (in APA format), (b) the general question(s) examined in the article, (c) the specific research questions/hypotheses, (d) a summary of the methodological details (e.g., # of subjects, sample materials, tasks, etc.), and (e) a summary of the findings (including a discussion of what these findings mean with respect to the research questions). These reports should be no longer than three pages (double spaced). A sample article summary will be provided on Blackboard.

RESEARCH PROPOSAL PROJECT (40%): In this project, you will propose a study to investigate a specific research question in SLA. This project will consist of the following components:

Literature review (10%): In the literature review, you should discuss the (peer-reviewed) literature that will act as the motivation for your research proposal. You should very briefly explain the key findings from at least two (possibly three) research articles and how they relate to your research question(s). Follow these guidelines to create a 2-3 page (double-spaced) review of the key articles for your proposal and how they relate to your specific research question(s). You will be graded on (i) how clearly you explain and integrate the articles and (ii) how well you are able to relate this literature to your research question(s).

Research design proposal (10%): For your research design, you should very briefly discuss how you will conduct your proposed study. You should begin this paper with a clear explanation of your research question(s). You should then provide information on the participants, the methodology you will use (please include examples of your materials), and the types of data you will collect. You will also present the results you predict in a table/graph. You should also explain how this data will bear on your research question(s). Follow the guidelines above to create a 2-3 page (double-spaced) paper on how you will conduct your proposed study. You will be graded on (i) how clearly you explain your design and (ii) how well you are able to relate it to your research question(s).

Project presentation (10%): In this presentation, you should briefly discuss the (peer-reviewed) literature that acts as the motivation of your study, and how you will conduct your proposed study. The presentations should be about 12 minutes long with a few minutes for questions from the audience. Please note that it is not necessary for the presenter to get discussion questions ready.

Final paper (10%): For the final paper, you will integrate your literature review and research design papers, making sure (i) to respond to feedback and (ii) to adjust these sections so that they create a coherent research proposal. You should conclude this paper with (i) a discussion of the (practical/theoretical) implications of your project and (ii) suggestions for further research.

Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, course engagement refers to regular on-time attendance, preparation for class, participation in discussion, and physical as well as mental presence in the classroom. ***More than one unexcused absence will negatively affect your letter grade.*** However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Other Requirements: Prerequisite: LING 5300

Grading:

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels. Your course grade will be determined as follows (A = 90% or above; B = 80-90%; C = 70-80%; D=60-70%, F = below 60%). Your final grade will be calculated as follows:

- 10% Class participation
- 10% Two article presentations (5% each)
- 20% Four teaching application papers (5% each)
- 20% Four research design summaries (5% each)
- 40% Research proposal project
 - 10% Literature review
 - 10% Research design
 - 10% Project presentation
 - 10% Final paper

Late assignments will not be accepted.

Please upload all of your assignments onto the course Blackboard site by 5pm on the due date.

Please note that all assignments will be graded on content. Submitted assignments do not ensure a passing grade. Please be sure to be relevant in all your assignments.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Grade Grievances: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.*

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php.

Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](#), [major-based learning centers](#), developmental education, [advising and mentoring](#), personal counseling, and [federally funded programs](#). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

University Tutorial & Supplemental Instruction (Ransom Hall 205): UTSI offers a variety of academic support services for undergraduate students, including: 60 minute one-on-one [tutoring](#) sessions, [Start Strong](#) Freshman tutoring program, and [Supplemental Instruction](#). Office hours are Monday-Friday 8:00am-5:00pm. For more information visit www.uta.edu/utsi or call 817-272-2617.

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

Librarian to Contact: Jodi Bailey (jbailey@uta.edu)

Course Schedule

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Naoko Witzel.”

IMPORTANT DATES

- 9/12 – Submit your Teaching Application Paper 1 (Critical Period)
 - 9/19 – Submit your Research Design Summary 1
 - 9/26 – Submit your Teaching Application Paper 2 (Linguistic approaches to SLA)
 - 10/3 – Submit your Research Design Summary 2
 - 10/10 – Submit your Literature Review
 - 10/17 – Submit your Research Design Summary 3
 - 10/24 – Submit your Teaching Application Paper 3 (Social and Psychological approaches to SLA)
 - 10/31 – Submit your Research Design Summary 4
 - 11/7 – Submit your Research Design Proposal
 - 11/14 – Submit your Teaching Application Paper 4 (Individual Differences)
 - 12/5 – Final Presentation
 - 12/12 – Submit your Final Paper
- (Other important dates: 9/11 Census Day; 11/1 Last day to drop classes)

OUTLINE OF TOPICS & READING ASSIGNMENTS

WEEK 1 (8/29) / *Introduction to SLA*

WEEK 2 (9/5) / *Basic knowledge of statistics / Second and foreign language data*

- Brown, J. D. (1991). Statistics as a foreign language – Part 1: What to look for in reading statistical language studies. *TESOL Quarterly*, 25, 569-586.
- Brown, J. D. (1992). Statistics as a foreign language – Part 2: More things to consider in reading statistical language studies. *TESOL Quarterly*, 26, 629-664.

WEEK 3 (9/12) / *Age of Acquisition and SLA*

- Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age constraints on second-language acquisition. *Journal of Memory and Language*, 41, 78-104.
- DeKeyser, R. M. (2013). Age effects in second language learning: Stepping stones toward better understanding. *Language Learning*, 63, 52-67.

- ***Submit your Teaching Application Paper 1 (Critical Period)***

WEEK 4 (9/19) / *L1 influences on SLA*

- Gabriele, A. (2009). Transfer and transition in the SLA of aspect: A bidirectional study of learners of English and Japanese. *Studies in Second Language Acquisition*, 31, 371-402.
- Roberts, L., Gullberg, & Indefrey, P. (2008). Online pronoun resolution in L2 discourse: L1 influence and general learner effects. *Studies in Second Language Acquisition*, 30, 333-357.
- ***Submit your Research Design Summary 1***

WEEK 5 (9/26) / *Formal approaches to SLA*

- Hawkins, R. (2001). The theoretical significance of Universal Grammar in second language acquisition. *Second Language Research*, 17, 345-367.
- Song, H-S., & Schwartz, B. (2009). Testing the fundamental difference hypothesis. *Studies in Second Language Acquisition*, 31, 323-361.
- ***Submit your Teaching Application Paper 2 (Linguistic approaches to SLA)***

WEEK 6 (10/3) / *Typological approaches to SLA*

- Eckman, F. R. (2004). Universals, innateness and explanation in second language acquisition. *Studies in Language*, 28, 682-703.
- Ozeki, H., & Shirai, Y. (2007). Does the noun phrase accessibility hierarchy predict the difficulty order in the acquisition of Japanese relative clauses? *Studies in Second Language Acquisition*, 29, 169-196.
- ***Submit your Research Design Summary 2***

WEEK 7 (10/10) / *How to Develop a Research Design*

- Chaudron, C. (2003). Data collection in SLA research. In C. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 762-828). Blackwell Publishers.
- Crookes, G. (1993). Action research for second language teachers: Going beyond teacher research. *Applied Linguistics*, 14, 130-144.
- ***Submit your Literature Review***

WEEK 8 (10/17) / *Input, Interaction, and Output*

- Lyster, R., Saito, K., & Sato, M. (2013). Oral corrective feedback in second language classrooms. *Language Teaching*, 46, 1-40.
- Yang, Y., & Lyster, R. (2010). Practice and feedback on Chinese EFL learners' acquisition of regular and irregular past tense forms. *Studies in Second Language Acquisition*, 32, 235-263.
- ***Submit your Research Design Summary 3***

WEEK 9 (10/24) / *Sociolinguistic approaches to SLA*

- Bayley, R., & Regan, V. (2004). Introduction: The acquisition of sociolinguistic competence. *Journal of Sociolinguistics*, 8, 323-338.
- Hakansson, G., & Norrby, C. (2010). Environmental influence on language acquisition: Comparing second and foreign language acquisition of Swedish. *Language Learning*, 60, 628-650.
- ***Submit your Teaching Application Paper 3 (Social and Psychological approaches to SLA)***

WEEK 10 (10/31) / *Memory, Attention, and Awareness*

- Bordag, D. A., Kirschenbaum, A., Tschirner, E., & Opitz, A. (2015). Incidental acquisition of new words during reading in L2: Inference of meaning and its integration in the L2 mental lexicon. *Bilingualism: Language and Cognition, 18*, 372-390.
- Denhovska, N., Serratrice, L., & Payne, J. (2016). Acquisition of second language grammar under incidental learning conditions: The role of frequency and working memory. *Language Learning, 66*, 159-190.
- Goo, J. (2012). Corrective feedback and working memory capacity in interaction-driven L2 learning. *Studies in Second Language Acquisition, 34*, 445-474.
- Juffs, A., & Harrington, M. (2011). Aspects of working memory in L2 learning. *Language Teaching, 44*, 137-166.
- **Submit your Research Design Summary 4**

WEEK 11 (11/7) / *Instructed Second Language Learning*

- Mackey, A. (2006). Feedback, noticing and instructed second language learning. *Applied Linguistics, 27*, 405-430.
- Revesz, A. (2009). Task complexity, focus on form, and second language development. *Studies in Second Language Acquisition, 31*, 437-470.
- **Submit your Research Design Proposal for your Project**

WEEK 12 (11/14) / *Individual Differences: Aptitude and Motivation*

- Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. *Studies in Second Language Acquisition, 30*, 481-509.
- Dornyei, Z. (2006). Individual differences in second language acquisition. *AILA Review, 19*, 42-68.
- Robinson, P. (2005). Aptitude and second language acquisition. *Annual Review of Applied Linguistics, 25*, 46-73.
- **Submit your Teaching Application Paper 4 (Individual Differences)**

WEEK 13 (11/21) / TBA.

WEEK 14 (11/28) / *SLA Theory*

- Hulstijn, J. H. (in press). Is the second language acquisition discipline disintegrating? *Language Teaching*.

WEEK 15 (12/5) / *Presentation of your project*

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381
